



FLORIDA ATLANTIC UNIVERSITY SCHOOLS

A.D. Henderson University School

2017-2018 PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)

I, Sherry Bees, do hereby certify that all facts, figures, and representations made in this plan are true, correct, and consistent with the statement of assurances. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on the PFEP Program. All records necessary to substantiate these requirements will be available for review by appropriate District, State and Federal staff for a minimum of five (5) years. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the plan. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101, ESEA;
- Involve the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent [Section 1116(a)(3)(b)];
- Jointly develop/revise with parents the School-Level PFEP, distribute it to parents of participating children, and make it available to the local community [Section 1116 (b)(1)];
- Involve parents and families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the PFEP and the joint development of the school-wide program plan under Section 1116(c)(3);
- Use the findings of PFEP review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's PFEP [Section 1116(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments when the school submits the plan to the Local Educational Agency (LEA) [Section 1116(b)(4)];
- Provide each family an individualized student report about the performance of their child on the State assessment [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned [Section 1112(e)(1)(B)(i)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112 (e)(1)(A)].

Signature of Principal

Date Signed

Parent and Family Engagement Mission Statement

Florida Atlantic University Schools (FAUS) recognizes the valuable contributions that parents make to their students' education. We will embrace every opportunity to involve our parents in the decision making process. We align ourselves as full partners with the parents of our students. FAUS will provide functional guiding teamwork involving parents, teachers, administrators, staff, and teaching assistants to foster the well-being of the students and the school community. We will provide all students opportunities to reach their full potential, through utilizing research, developing challenging and relevant work, establishing school, home and community partners. Our school PFEP is jointly developed and agreed upon with parents.

Involvement of Parents/Families

Describe how the school involves the parents/families in an organized, ongoing and timely manner, in the planning, reviewing and improvement of Title I programs including involvement in decision making of how funds for Title I will be used [ESEA Section 1116].

Shared decision making will be coordinated through the School Advisory Body (SAB), Title I Annual Parent Meeting, Parent Meetings, Parent Trainings, and PTO Meetings.

The SAB consists of 10 Elected Members (5 of which are Parents), plus 5 Appointed Members, and 2 Other Members. Elections are conducted and appointments made as required by law.

Coordination and Integration with Other Federal Programs

Describe how the school will coordinate and integrate parent and family engagement programs and activities with other programs. Explain how these activities will teach parents how to help their child/children at home [ESEA Section 1116].

Program	Coordination
Family Involvement Nights	Members of the non-profit Parent-Teacher Organization will organize quarterly family involvement nights to provide opportunities for parents and children to interact in a fun, safe, academic atmosphere.
Book Fair	Members of the non-profit Parent-Teacher Organization will organize book fair to provide opportunities for parents and children to purchase academically enriching books for family reading interaction.
Open House/Curriculum Nights	Administrators and faculty will conduct Open House/Parent Orientation days/nights to provide parents with classroom specific ways to provide support to their children, promote academic success, and educate them regarding the Florida Standards.
Meet the Teacher	Prior to first day of school, parents and students are invited to meet their child's teacher and gain overview of the classroom and discuss ways to provide support to their children
Parent Lounge at Meet the Teacher	Parents are invited to the Parent Lounge following classroom visits to meet Principal, Title I Liaison, and obtain information and purchases for uniforms, lunch plans, aftercare, etc.
K, 1 st -8 th , and 9 th Grade Parent Orientations	Administrators and faculty present curriculum information as well as policies and procedures that pertains to entering the new school and programs their children will attend.
Middle School Open House 6-8	Administrators and faculty present curriculum information as well as policies and procedures that pertains to grades 6-8
Individuals with Disabilities Act (IDEA)	ESE Coordinator will provide information regarding supplemental instructional support with parents during the development of a student's IEP.

Annual Parent Meeting

Provide a brief description of the following:

- **Specific steps your school will take to conduct the Title I Annual Meeting to inform parents and families of participating children about the school's Title I program.**
- **The nature of the Title I program that is shared with parents (school-wide or targeted assistance).**
- **How the school, at the annual meeting, will inform parents of school performance data and the right of parents.**
- Plan meeting in collaboration with PTO
- Send home flyer invitation with Friday Folders
- Post on Social Media/Web site
- Invite parents via Blackboard Connect with presentation link attached
- Promote on PTO website
- Promote in monthly newsletter
- Date of meeting posted on school event calendar
- Send reminders to parents via BlackBoard Connect weekly leading up to the meeting
- Collect sign-In sheets/agenda
- Conduct Annual Parent Meeting including: Right to Know, PFEP, SIP, Compact and Title I expenditures
- Presentation made available online

Flexible Parent Meetings

Describe how the school will:

- **Offer a flexible number of meetings, such as meetings in the morning or evening,**
- **Provide, with Title I funds, transportation, childcare or home visits as such services relate to parent and family engagement [ESEA Section 1116].**

Flexible meetings will be offered by alternating days and start times of parent activities, scheduling during-school meetings, as well as after-hours meetings, and conducting home visits when necessary. For example, (1) 9th grade parent information meeting/workshop could be held from 8:30 a.m. - 9:30 a.m. as well as in the evening from 6:00 -7:00 p.m. (2) Administration, counselors and front office staff have flexible hours so that home visits or conferences can be scheduled at a time most convenient for the parent. (3) Childcare is provided during evening events so that parents can meet with teachers and participate.

Building Capacity

Describe how the school will:

- Implement activities that will build the capacity for meaningful parent/family engagement
- Implement activities that build relationship with the community to improve student achievement
- Provide materials and trainings to assist parents/families to work with their child/children.
- Provide other reasonable support for parent/family engagement activities [ESEA Section 1116].

Activity	Materials Provided	Person Responsible	Timeline	Evidence of Effectiveness
PTO Meetings	General Information Guest Speakers Title I Information Volunteer Opportunities School Highlights	PTO	Quarterly throughout the year	Sign-in sheets, agenda, handouts, parent survey
New Student/Parent Orientations for: Kindergarten 1 st – 8 th grade 9 th grade	General Information Tours Title I Information School Highlights	Administration and Leadership Team	August and May - yearly	Sign-in sheets, agenda, handouts, parent survey
Title I Annual Parent Night	Title I Budget SIP PFEP Compact Title IX Right to Know	Administration	September or early October yearly	Sign-in sheets, Presentation, agenda, parent survey
Science Fair Night	Highlights of student work	Science Department	1 st semester yearly	Sign-in sheets, parent survey
Meet the Teacher/Parent Orientation	Back to school information	K-9 Teachers	August - yearly	Sign-in sheets, parent survey
Open House/Curriculum Nights	Information about standards and curriculum	Administration K-8 Teachers	August through September - yearly	Sign-in sheets, Presentation, handouts, agenda, parent survey
School Advisory Body (SAB) Meetings	Approval and review of updated policies and other school initiatives Opportunity for parental input	SAB Chair & SAB Members	Monthly	Sign-in sheets, agenda, parent survey
Digital Citizenship & Technology Training for Parents	Digital tools to support student learning at home Communication tools for parents and teachers	Lead Teachers	Twice a year in the Winter and Spring	Sign-in sheets, agenda, parent survey

Staff Development

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders, as well as other staff with the assistance of parents/families in:

- The value of their contributions;
- How to reach out to, communicate with, and work with parents and families as equal partners; and
- How to implement and coordinate parent/family programs and build ties between parents/families and the school [ESEA Section 1116].

Activity	Person Responsible	Area of Focus	Timeline	Evidence of Effectiveness
Faculty Title I Presentation	Administration	Title I/ Title IX resources for parents and families	September - yearly	Sign-in sheets, Presentation, handouts, agenda, staff survey
Professional Learning Communities (PLCs)	Instructional Facilitator and PLC Leaders	Teacher led professional development to increase student achievement and better meet the individual needs of students	Monthly	Sign-in sheets, Presentation, handouts, agenda, staff survey, digital portfolios
Professional Development Days	Administration and Teacher Leaders	Parent communication and collaboration, Data Chats with parents	Monthly	Sign-in sheets, Presentation, handouts, agenda, staff survey

Other Activities

Describe other activities, such as the parent resource center, that the school will conduct in order to encourage and support parents/families in more meaningful engagement in the education of their child/children [ESEA Section 1116].

Staff will contact parents as needed, when recommended by teachers, regarding support services they may need and will make home visits as necessary. A Parent Resource Center is available to provide resources for parents to assist them with their student's academic achievement. Utilization of Parent Resource Center will be documented by a sign-in sheet. Home visits will be documented by completion of a Home Visit Log.

Communication

Describe how the school will provide to parents of participating children the following:

- Timely information about the Title I program and activities;
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- If requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decision relating to the education of their child/children [ESEA Section 1116].

The school will communicate with parents through a monthly parent newsletter, weekly teacher communications, monthly School Advisory Body meetings, parent meetings (scheduled as needed), postings on marquee, dates added to school calendar, grades uploaded to Focus (bi-weekly), social media (updated regularly), Blackboard Connect weekly e-mail messages and the school website.

Accessibility

Describe how the school will:

- Provide full opportunities for participation in parent/family engagement activities for all parents and families,
- Share information related to school and parent/family programs, meetings, school reports and other activities in an understandable, uniform format and in languages that the parents/families can understand.

Written communication will be distributed in English, Spanish, Portuguese, and Creole whenever possible. Parent information will be available when parents meet for IEP meetings (ESE students) and ELL parent meetings. Parent academic meetings will be scheduled with teachers, administration, and guidance counselor as needed. Parents will be asked to sign an acknowledgement of paperwork received at meetings or when information is sent home to parents such as Progress Reports, Assessment Data, or Progress Monitoring Letters. Additionally, parents will be invited to various meetings (i.e. Title I Annual Meeting) via Blackboard Connect weekly e-mails and notices that are sent home via Friday Folders.

Discretionary Activities (Optional)

Describe any activities that are not required, but will be paid through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

Barriers**Provide a description of the:**

- Barriers that hindered participation by parents during the previous school year
- Steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children) [ESEA Section 1116].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Competing demands for parent's time	Provide flexible meeting times and childcare
Lack of adequate parking	Schedule meetings to increase parking availability when possible